

Connecticut State Department of Education
**SCHOOL PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2023-24**



Great Path Academy at MCC
 Hartford School District

860-512-3700 • <https://www.hartfordschools.org/o/gpa>

School Information

Grade Range	9-12
Enrollment	303
Per Pupil Expenditures ¹	\$14,350
Total Expenditures ¹	\$4,491,496

¹ Expenditure data reflect the 2022-23 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

Contents

Students..... 1

Educators..... 2

Instruction and Resources..... 3

Performance and Accountability..... 4

Notes

Unless otherwise noted, all data are for 2023-24 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2023 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	189	62.4	48.4
Male	*	*	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.3
Asian	*	*	4.9
Black or African American	109	36.0	28.6
Hispanic or Latino of any race	153	50.5	56.5
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	9	3.0	2.9
White	26	8.6	6.6
English Learners/Multilingual Learners	28	9.2	24.9
Eligible for Free or Reduced-Price Meals	228	75.2	78.5
Students with Disabilities ²	42	13.9	20.6

² Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	63	34.2	39	20.2
Male	35	32.4	31	27.4
Non-Binary	0	*	0	*
Black or African American	35	34.3	33	30.3
Hispanic or Latino of any race	56	37.3	33	21.2
White	*	*	*	*
English Learners/Multilingual Learners	14	53.8	*	*
Eligible for Free or Reduced-Price Meals	88	39.3	56	23.8
Students with Disabilities	25	59.5	20	43.5
School	98	33.4	70	22.8
District		35.2		13.9

Number of students qualified as truant under state statute: 131

Number of school-based arrests: Fewer than 6

³ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

School Profile and Performance Report for School Year 2023-24

Great Path Academy at MCC

Hartford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	0.0
Administrators, Coordinators and Department Chairs	
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	4.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	7.0

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	School Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	6.5	2.3
Black or African American	2	6.5	15.0
Hispanic or Latino of any race	1	3.2	14.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	26	83.9	68.4

Classroom Teacher Attendance, 2022-23

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	19.0	16.2

School Profile and Performance Report for School Year 2023-24

Great Path Academy at MCC

Hartford School District

Instruction and Resources

School-Level Expenditures¹: 2022-23

	Total (\$)	Per Pupil (\$)
Instruction	\$2,620,297	\$8,372
Support Services - Students	\$689,406	\$2,203
Improvement of Instruction	\$2,767	\$9
Library and Media Services	\$791	\$3
Support Services - Instruction	\$3,021	\$10
Support Services - School-Based Administration	\$1,052,615	\$3,363
Operation and Maintenance of Plant	\$110,510	\$353
Transportation Other Than to/From Home	\$12,090	\$39
Enterprise Operations	.	.
Total	\$4,491,496	\$14,350

Total per pupil expenditures (PPE) including share of district central expenditures is \$21,919.

¹ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students Who Spend 80% or Greater Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disability	6	*
Intellectual Disability	*	*
Learning Disability	28	96.6
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	N/A	N/A
School	39	92.9
District		0.0

² This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	24	92.3	20	80.0
Hispanic or Latino of any race	29	93.5	30	85.7
White	*	*	8	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	47	97.9	50	84.7
Students with Disabilities	6	*	8	*
School	63	92.6	63	86.3
District		72.0		73.4

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1058
Half/Extended Day Kindergarten	N/A
School Hours for Students	
Start Time	07:30 AM
End Time	02:40 PM

³ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

School Profile and Performance Report for School Year 2023-24

Great Path Academy at MCC

Hartford School District

Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	27	42.7	27	35.4	26	40.9
Hispanic or Latino of any race	30	44.2	30	39.2	30	44.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*
English Learners/Multilingual Learners	6	*	6	*	6	*
Non-English Learners/Non-Multilingual Learners	62	48.3	62	40.0	61	49.2
Eligible for Free or Reduced-Price Meals	48	42.3	48	35.1	47	41.7
Not Eligible for Free or Reduced-Price Meals	20	59.0	20	50.7	20	60.4
Students with Disabilities	6	*	6	*	6	*
Students without Disabilities	62	48.5	62	40.9	61	48.8
High Needs	51	42.1	51	35.8	50	41.1
Non-High Needs	17	*	17	*	17	*
School	68	47.2	68	39.7	67	47.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	89.8	59	89.8
Curl Up	N/A	N/A	N/A	81.0	63	81.0
Push Up	N/A	N/A	N/A	85.2	61	85.2
Mile Run/PACER	N/A	N/A	N/A	48.2	56	48.2
All Tests - School	N/A	N/A	N/A	34.5	55	34.5
All Tests - District	46.4	35.9	32.7	25.7		35.4

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

School Profile and Performance Report for School Year 2023-24

Great Path Academy at MCC

Hartford School District

Cohort Graduation: Four-Year¹

	2022-23	
	Cohort Count ²	Rate (%)
Black or African American	20	90.0
Hispanic or Latino of any race	38	94.7
White	10	*
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	51	92.2
Students with Disabilities	8	*
School	69	94.2
District		78.4

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Count	Rate (%)
Female	58	57.4
Male	20	50.0
Non-Binary	N/A	N/A
Black or African American	26	51.0
Hispanic or Latino	31	47.0
White	15	*
English Learners/Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	54	50.5
Students with Disabilities	*	*
School	78	55.3
District		22.0

³Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2024 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2024 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2024

College Entrance and Persistence

	Class of 2023	Class of 2022
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	85.4	65.4
Male	84.0	*
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	78.4	*
White	*	*
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	81.3	67.9
Students with Disabilities	*	*
School	84.8	73.0
District	50.0	75.7

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

School Profile and Performance Report for School Year 2023-24

Great Path Academy at MCC

Hartford School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	47.2	75	94.5	150	63.0	63.9
	High Needs Students	42.1	75	84.2	150	56.1	54.1
Math Performance Index	All Students	39.7	75	79.3	150	52.9	60.2
	High Needs Students	35.8	75	71.6	150	47.7	49.5
Science Performance Index	All Students	47.3	75	63.1	100	63.1	61.8
	High Needs Students	41.1	75	54.8	100	54.8	51.4
ELA Academic Growth	All Students	.	100%	.	.	.	58.7%
	High Needs Students	.	100%	.	.	.	54.2%
Math Academic Growth	All Students	.	100%	.	.	.	61.4%
	High Needs Students	.	100%	.	.	.	55.1%
Progress Toward English Proficiency	Literacy	23.6%	100%	11.8	50	23.6	58.9%
	Oral	33.8%	100%	16.9	50	33.8	55.2%
Chronic Absenteeism	All Students	33.4%	<=5%	0.0	50	0.0	17.7%
	High Needs Students	39.2%	<=5%	0.0	50	0.0	25.5%
Preparation for CCR	% Taking Courses	89.4%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	55.3%	75%	36.9	50	73.8	44.3%
On-track to High School Graduation		83.1%	94%	44.2	50	88.5	84.5%
4-year Graduation All Students (2023 Cohort)		94.2%	94%	100.0	100	100.0	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		100.0%	94%	100.0	100	100.0	86.6%
Postsecondary Entrance (Class of 2023)		84.8%	75%	100.0	100	100.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		87.3% 34.5%	75%	11.5	50	23.0	93.6% 47.2%
Arts Access		60.8%	60%	50.0	50	100.0	55.0%
Accountability Index				968.8	1550	62.5	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	42.1	.	17.3	
Math Performance Index Gap	.	35.8	.	18.5	
Science Performance Index Gap	.	41.1	.	18.4	
Graduation Rate Gap	.	100.0%	.	6.0%	N

¹ If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	98.6
	High Needs Students	98.1
Math	All Students	98.6
	High Needs Students	98.1
Science	All Students	98.5
	High Needs Students	98.0

³Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>